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ABSTRACT

An outline of the knowledge and skills to be taught at grade 1 in order to meet the Department of Defense Dependents Schools (DoDDs) social studies objectives is provided. Material is divided into four sections. A one page description overviews the curriculum topic for grade 1, families and groups, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days which might be covered in the social studies curriculum at the first grade level is then provided. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, presented in matrix form, is divided by marking period and includes a suggested time frame and a list of areas of study, each tagged to learning objectives, suggested classroom activities, and page correlations with several widely used social studies textbooks. For grade one, the areas of study covered are: rules, individuals, families, schools, environment, skills, and communication. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

DS Manual 2110.1
APRIL 1984

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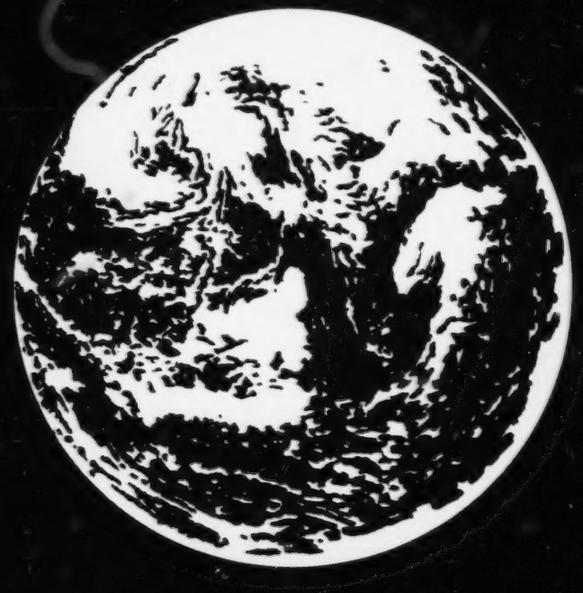

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GRADE 1

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

SOCIAL STUDIES CURRICULUM GUIDE

GRADE 1

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

GRADE ONE (Families and Groups)

The social studies program for grade one should receive approximately 110 minutes of instruction per week. The instructional time can be divided in a variety of ways to fit the needs of the particular activity.

The major emphasis in grade one is to make the child aware of his/her uniqueness as an individual, a member of a family, a student, and a citizen of the community. Along with the awareness of self, the first grade student should learn to respect the similarities and differences of other individuals, families, and groups. Social studies should provide the student with the experience to expand knowledge from the immediate environment to the more distant.

The first grade student should learn about his/her physical and psychological needs and be made aware that other individuals have similar needs. They should learn that family members have special roles and the student should be aware of each role and know the rights and responsibilities of those roles. Attention should be given to the needs of the family such as, food, clothing, shelter, a sense of belonging, and affection. Children should learn that as they grow older changes occur and responsibilities change. The child should be aware of the family's cultural heritage and realize that his/her beliefs and values are influenced by that heritage. The child should learn about the various jobs of family members and be aware of why jobs are necessary.

The child should learn that rules are necessary for the existence of all societies and should respect rules that are established to benefit members of a society. Students should contribute to the making of rules to provide them with experience in decisionmaking.

National, host nation, and local holidays should be included in the study of culture and every attempt should be made throughout the study of the individual, the student, the family, and the community to make comparisons with the host nation culture.

Films or tapes to supplement this guide, are not listed, but teachers are encouraged to give a copy of this guide to the school's media specialist at the beginning of the year, with a time schedule, so that supplemental materials can be located and scheduled. The elementary literature guide, Literature: A Quest for Life has been designed so that the literary themes coordinate with the appropriate social studies focus for each grade level.

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The following educators assisted in the development of the Social Studies Guides and Syllabi for the Department of Defense Dependents Schools:

Linda J. Armstrong
Royal Oaks Elementary School
APO New York 09283

Ralph Blake
Woodbridge High School
APO New York 09405

Yvonne Bolling
DoDDS-Mediterranean
APO New York 09283

Betsy Broyles
Curundu Elementary School
APO Miami 34002

Patsy Coats
Patch High School
APO New York 09131

Alice Craft
Chelveston Elementary School
APO New York 09238

Emanuel Davatelis
Ramstein Junion High School
APO New York 09012

John P. Dawson
Kadena High School
APO San Francisco 96239

Donald E. Denmead
Lily Hill Middle School
APO San Francisco 96274

Michael Duff
Illesheim Elementary School
APO New York 09140

Emma Espinoza
Fairford American School
APO New York 09125

Larry Getz
Schaebisch Hall Elementary School
APO New York 09025

George Grantham
DoDDS-Germany
APO New York 09633

Dorothy Hauser
Fort Gulick Elementary School
APO Miami 34005

Anastasia Kapitulik
Fort Gulick Elementary School
APO Miami 34005

Marvin G. Kurtz
Office of Dependents Schools
Alexandria, Virginia 22331

William LaClair
Kaiserslautern Elementary School #2
APO New York 09012

Robert L. Lawry
Seoul High School
APO San Francisco 96301

Tom Lloyd
Hahn High School
APO New York 09109

Robert Lykins
DoDDS-Germany
APO New York 09633

Karen Metrogen
Schwaebisch Hall Elementary School
APO New York 09025

Marilyn Newman
John O. Arnn Elementary School
APO San Francisco 96343

Diana F.C. Palmer
Munster Elementary School
APO New York 09078

Deborah Pitts
Soesterberg Elementary School
APO New York 09292

Virginia Revelle
Bitburg High School
APO New York 09132

Mary P. Short
Howard Elementary School
APO Miami 34001

Tom Tobiason
Giessen Elementary School
APO New York 09169

Elaine E. Vardakis
Iraklion Elementary/
Junior High School
APO New York 09291

Leland Walbruch
Pirmasens Middle School
APO New York 09189

Glenda Werner
Wurzburg High School
APO New York 09810

Gary Westhusin
Ansbach High School
APO New York 09326

Sam D. Wright
Balboa High School
APO Miami 34002

Anne Young
Munich Elementary School
APO New York 09184

HOLIDAYS AND SPECIAL DAYS

Holidays and special observance days are an important part of the elementary social studies program. Listed below are some of the days which might be included in your curriculum plans. The holidays or special days are listed by month since the specific day may change. This list is not all inclusive and there may be other days which should be included.

SEPTEMBER

Labor Day
Citizenship Day
Grandparents' Day
American Indian Day and Week
Hispanic American Week

OCTOBER

Columbus Day
United Nations Day
Halloween

NOVEMBER

Veterans Day
Election Day
Thanksgiving Day

DECEMBER

Human Rights Day
Hanukkah
Christmas

JANUARY

New Year's Day
Martin Luther King's Birthday

FEBRUARY

Abraham Lincoln's Birthday
Presidents Day
George Washington's Birthday
Black History Month

MARCH AND APRIL

Passover
Easter
National Volunteer Week

MAY

V-E Day
Asian/Pacific American Week
Mother's Day
Memorial Day

JUNE

Flag Day
Father's Day
Children's Day

JULY

Independence Day

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						I. RULES
I. Rules A. Need for rules B. Classroom rules C. School rules a. Hallways b. Playgrounds c. Bus rules d. Safety rules D. Community rules a. Pedestrian & bicycle b. Signs for cars E. Family rules	1. Explain the need for rules. (POLITICAL SCIENCE)	X*	Unit 2 p 16	Ch. 4 p 48	p 17 Families	A. Need for rules 1. Discuss why people need rules. 2. Ask, "What happens when there are no rules?" a. During play time. b. When others don't return things they borrowed. c. At home. d. At school.
	2. Describe consequences of breaking rules. (POLITICAL SCIENCE)					
	3. Know that values and beliefs influence rules. (POLITICAL SCIENCE)	X	p 22 pp 26-27 Unit 3	Skills pp 94-95		
	4. Adapt to changes in rules. (POLITICAL SCIENCE)		pp 34-35 pp 36-38			B. Classroom rules 1. Develop rules that fit a particular classroom. 2. Discuss how each rule pertains to different situations. 3. Rules make people more comfortable. 4. List rules for the classroom on a large chart where each child can see them. a. Review list daily. b. When a child breaks a specific rule, help him/her identify the rule. c. Modify classroom rules as time passes so that all rules are relevant. 5. Draw posters of children following the rules during different activities, such as: a. Committee work. b. Work at the learning centers. c. During reading groups/with independent work at desks.
	5. Show respect for private property. (POLITICAL SCIENCE)		p 84			
	6. Help to set up safety rules and standards of behavior for this group. (SKILLS)				pp 50-51	
	7. Describe characteristics of good citizenship. (SKILLS)					
	8. Know the brain is one of the body's means for control or regulation of behavior. (PSYCHOLOGY)					

* X - Indicates no material on this topic.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

9. Know mechanics of voting process by oral or visual ballot. (POLITICAL SCIENCE)

10. Give suggestions and consider alternative decisions of the group. (SKILLS)

11. Use compromise as one way of cooperation. (SKILLS)

12. Describe the concepts of a good citizen/worker. (ECONOMICS)

13. Know meanings of the term value as something that motivates or guides behavior. (PSYCHOLOGY)

14. Define his/her role as a member of a group. (SKILLS)

15. Relate problems to personal experience and associate meaning. (DECISIONMAKING)

d. Lunch
e. While teacher is instructing and children are listening.

C. School rules
1. Hallways
a. Practice walking in the hallways.
b. Observe how other classes pass.
c. Discuss how individual behavior affects others.
2. Playground
a. Take a walking tour of the playground.
b. Discuss each piece of equipment and rules of play.
c. Role play for visual and physical understanding of cause and effect. (i.e., If Susie doesn't wait her turn for the slide, there could be a fight or someone could get hurt.)
d. Bus rules
(1) Get a bus driver to talk to the class about his career.
(2) Have a bus drill; practice entering, sitting and evacuating.
(3) Discuss safety and comfort on the bus.
(4) Children can cut and paste buses.

D. Community rules
1. Children share responsibilities as citizens.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	16. Know compromise as a way to cooperate. (POLITICAL SCIENCE) 17. Know family members as resource and important people. (PSYCHOLOGY)					a. Discuss behavior as pedestrians. b. Ask a policeman to come and discuss his career and how it relates to community rules. * Unit emphasis - Rules are made to protect the whole group and the individual. We can all function better when we are all following the same rules and happiness and comfort are enhanced. c. Paint a mural of people doing the right thing. (1) Picking up trash. (2) Yielding on sidewalks or on stairways. (3) Keeping voices low in all public areas. (4) Being careful in crowded areas so there is no pushing or shoving. d. Discuss voting as a process of making rules for the well-being of the whole group. E. Family rules (discussion) 1. Discuss mother and/or father as the head of the family system. All organizations need an ultimate authority in order to function smoothly. 2. Cut from magazines pictures of families working and playing together - make a large collage.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

a. Discuss child's role under the family rule system.
b. Discuss doing his/her share of the work helping other family members so that everyone can have more fun and more leisure time.

3. Invite mothers and fathers to come to the school.
   a. Use parents as resource people so that children can see that all families need rules to function more efficiently.
   b. Discuss how family rules are the same and how they differ (i.e., a family with two working parents, one parent, one working and one taking care of the house, etc.).
   c. Expand the idea that the child will need to be more responsible in a situation where the parents need the child's cooperation and work.
   d. Invite parents from different ethnic backgrounds to share different family customs, structures, and rules.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

F. Reinforcement activities

1. Help children recall why rules are important in the school and on the playground. Tell them that it is important that they learn about rules early in life because there are rules everywhere in the world. The world is run by rules. Some people call them laws. Write "laws" on the board. Have them list some laws grownups must obey.
2. Have the children turn to page 36 of the Ginn series and look at the pictures. Ask them if these pictures give them any ideas about why laws are necessary. After discussion, have the children take turns reading a line at a time. Repeat the question in the last line and encourage discussion. Use the term "laws" in place of "rules." Conclude that police and training by parents and teachers help us keep laws.
3. Have the children bring in pictures of traffic signs. Have them make a sign collage for the bulletin board.
4. Guide a discussion on what would happen if there were no rules for the classroom, the playground, or a city.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

5. Review the fact that every community has police to help make sure that laws are obeyed. Write "police" on the board. These men and women do more than just arrest people who break the law. The police protect us when there is danger.
6. If you were able to get a police officer from your community to talk with the class, introduce the officer at this time.
7. Have students turn to page 37 of the Ginn series and describe what is happening in the pictures. Then have the class read the page aloud with you. Discuss with the children the ways in which the police help us.
8. Have the class make a mural showing the work of the police.
9. Write a group letter of thanks to the police officer who visited the class.
10. Arrange to have the class visit a police station. If possible, arrange for a ride in a police car.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						11. Remind children that they have been reading about rules that are followed in the classroom, on the playground, in the community, and in families. Ask if there are special rules to be followed when taking a bus trip or bus ride. What are some rules people who ride buses must follow? 12. Tell the children to turn to page 39 of the Ginn series. Have the class read the story aloud with you. Then ask what the rules are that the children told Mrs. Linder to write on the board. Afterwards, have them discuss Mrs. Linder's list of rules. Are they good rules? The teacher, the bus driver, and the children made those rules. All have the responsibility of keeping them. Conclude that the safety of a school trip depends on the cooperation of many people. Discuss the importance of a bus driver's job and its value as a career.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						13. Have the children draw pictures to show the rules that must be kept by bike riders, pedestrians, or passengers in cars. Have the students talk about their pictures before displaying them in the classroom. 14. Suggest that children draw a picture that shows a bus driver obeying a safety rule. 15. Discuss the consequences that will follow the breaking of rules. Have a system that is consistent, so that the children know what to expect if they choose not to conform to the rules. 16. List rules that the children follow at home. Discuss how parental values and beliefs influence the rules. Different people's needs require different rules and classroom rules need to meet the needs of the majority. 17. Discuss how the rules change according to changes in environment and activity. Different rules apply to assemblies, parties, field trips, etc. 18. Discuss how each person has a right to his/her possessions and that no one has the right to touch or use them without permission. Community property is the responsibility of everyone.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 2 weeks - August - Sept.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						19. Stress "listen, think, then do." All people have choices and the brain controls our behavior. 20. Use the voting process when at all possible to make decisions that affect the class. Explain that there are times when all of us don't get our way, but we must adapt to the needs of the whole group. * The goal of this first area of study, "Rules", is to make the child aware of his/her role in the school, community, and family. The child is made aware of the different rules and visualizes himself/herself as a part of a smoothly functioning system.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						II. INDIVIDUALS
II. Individuals	1. Compare and contrast oneself with others. (SOCIOLOGY)	p 1	pp 6-7	pp 76-81	X	A and B Similarities and Differences.
A. Similarities a. Physical b. Emotional	2. Accept feelings and behavior of others. (SOCIOLOGY)					1. Discuss the five senses and ways in which everyone learns.
B. Differences a. Physical b. Emotional	3. Begin to set own goals and demonstrate purposeful behavior. (SOCIOLOGY)		pp 8-9 pp 14-15	p 38		2. Outline each child on a page of butcher paper. a. The children will identify all the parts of the body that they will need to draw (eyes, nose, mouth, etc.). b. After they have decided all the characteristics that they share, then they need to look closely at themselves to discover their unique differences (hair color or type, eye color or shape, skin difference, etc.).
C. Belong to ethnic/ cultural groups a. Native American week (Sept.) b. Hispanic-American week (Sept.) c. Black History month (Feb.) d. Asian/Pacific American week (May)	4. Relate problems to personal experience and associate meanings. (DECISION-MAKING)	p 5	p 17 p 25 pp 68-72	pp 58-59		3. Have host nation teacher lead a discussion of similarities and differences among cultures.
	5. Classify objects and pictures according to subject, size and materials. (DECISION-MAKING)	p 98				4. Emphasize that we are all individuals, but we must function as a member of a group.
D. Have roles a. Family b. School c. Friends d. Activities	6. Know reasons why people may try to hide their emotions from others in various situations. (PSYCHOLOGY)	p 125				5. Have children bring in family photographs. Children should identify family characteristics that are the same, but note differences. Pictures could be arranged on a bulletin board to make a neighborhood of different families. a. Individual b. Family c. Community
	7. Identify contributions of persons of ethnic and minority groups to society. (SOCIOLOGY)					

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	8. Define roles as a member of a group. (SKILLS) 9. Describe roles, customs, and activities of own family. (ANTHROPOLOGY) 10. Help choose best-qualified person for roles. (SKILLS)					C. Individuals belong to ethnic/cultural groups. 1. Chart background differences of individuals in your classroom. 2. Invite parents and other individuals of different backgrounds to come and speak to the class about their individual cultural heritage. For example: a. People born outside of the United States. b. People from different ethnic backgrounds in the United States, i.e., Native Americans, Hispanic Americans, etc. c. Host Nation teacher. 3. Have an ethnic day where children wear clothes or costumes from different lands or cultures. 4. Have children bring in dolls and/or typical items from different cultures. 5. Culminate this part of the unit with an ethnic feast. Have parents bring ethnic specialties labeled by country or culture (i.e. tacos-Hispanic, mousaka-Greece, etc.). D. Roles 1. Bulletin Board Idea: Have a picture of a child as the center of the bulletin board. Then have lines that extend from the child to:

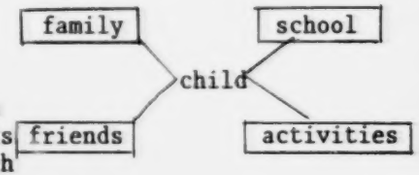
Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

a. Family
b. School
c. Friends
d. Activities
   (1) Scouts
   (2) Church
   (3) 4-H
   (4) Clubs, etc.



Children could cut pictures from magazines to illustrate the different roles of the individual and the teacher could extend vocabulary with labels.

2. Have a class discussion to:
   a. Define the concept of a group.
   b. Identify groups to which one belongs: family, school, play, community.
   c. Identify illustrations of groups and those of nongroups.
   d. Describe responsibilities of members in a group such as sharing work, listening to others, and following rules.
   e. Describe the roles of being a member of a family.
   f. Explain why people join groups.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

3. The teacher may assemble a series of pictures depicting group and nongroup situations. Have the children, individually or in groups, classify the pictures into groups and nongroups. The teacher may want the students to identify what the people in the group pictures are doing. Can they identify the leader? Are they able to determine the task that the members are doing?
4. Have each child draw a picture of himself/herself in one of their favorite group activities. Have them share their picture with a friend, a small group, or the whole class. Some questions children should consider before drawing their picture:
   Are they the leader?
   Are they a member?
   What is their responibility to the group?
5. Self-portrait: Have children draw a picture of themselves on construction paper and label it "Me." Then have a group of four to six children hold their self-portraits up in front of the class for others to see. Ask the

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

class to tell how they are alike and different. Each child in the class should get the opportunity to stand in front with a group. Feeling faces may be added to the back of these self-portraits. How do you feel when others were talking about your picture? These feeling faces can also be compared at the end of the year.

6. The family tree below depicts three generations. Its purpose is to give students experience in reading a chart and naming kinship relationships.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						Give students time to read and study the diagram. Then ask: "What do you think this diagram is about?" Many children may not have the traditional family as their immediate family. Stress that the family tree shows biological relationships. Explain that, although you may not live with these people, everybody has such a tree. Every person had a mother and a father in order to be born. Point out that these trees go way back in time; but sometimes people moved and lost records, so very few families can follow their tree far back in time, but it's there. Explain that the people pictured on top of the tree are the oldest. This means they were born first. Can students point to the people who were born next? Which people on this tree were born last? Through discussion, help students realize that the father came from one family and the mother from another so that two families were joined through marriage. You might introduce the word "relatives." Develop its meaning to include aunts, uncles, and cousins. If students seem interested, you might make a large family tree on the chalkboard depicting these relatives.

Grade Level: 1st

Marking Period: 1st

Suggested Time Frame: 3 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

EVALUATION

On the chalkboard, draw an outline of a family tree similar to the one shown. Ask students to indicate with stick figures where the oldest members of the family would go on the tree. Ask: "Where would the youngest family members go? Who would be in the middle? Are they older or younger than the children? Then the grandparents?"
Those students who want to might make a family tree depicting their family. Something like this could be done by each student using photographs. If the child doesn't have pictures, then a drawing could be used. Use parents as resources. (Scholastic Book Services, Our Families, 1981, p. 68)

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
						III. FAMILIES
III. Families A. Families are the basic social unit in most cultures.	1. Recognize the values and beliefs of various groups. (HISTORY)	X	pp 13-18	pp 8-13	pp 7-31	A. Families as the basic social unit in most activities. 1. Have each child draw a time line of family age (oldest to youngest). Discuss how age affects the amount of responsibility of the family members, i.e., mother and father have most of the responsibility, baby has no responsibility.
	2. Recognize the existence of age differences within one's family. (HISTORY)		p 42			
	3. Identify various family sizes and compositions. (SOCIOLOGY)			pp 14-16	pp 119-159	
B. Each individual is a member of a family.	4. Know that resource people can be a source of information. (SKILL)					B. Each individual is a member of a family. 1. Have each child make a book of his/her family members. The illustrations should be of the individual doing something. (No front face stick figures, but the people at work or play.)

*Silver Burdett at the 1st grade level concentrates on families.

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
						Provide time for each child to share his/her book with the class and to tell about each family member: a. Likes and dislikes b. Favorite food c. Favorite activity d. Occupation, etc. 2. Ask parents to help child make a biographical sketch of his/her family. Each child could share his/her biography by having a "Child of the Week" system. That child would get to be the teacher's special helper and at the end of the week, he/she could share his/her biography. Pictures of the child from babyhood to present are fun to share and the child will develop a sense of time in relation to self.
C. Family members depend on each other.	5. Know compromise as one way to cooperate. (POLITICAL SCIENCE) 6. Know the meaning of the term value as something that motivates or guides behavior. (PSYCHOLOGY)	X	pp 1-13 p 18	pp 34-41 pp 102-107		C. Family members depend on each other. 1. Make a general list of each family member's chores and responsibilities a. Discuss who does what in terms of family responsibilities. b. Ask, "Is the responsibility of maintaining the family evenly distributed or is one person doing too much work?"

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Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES

c. List ways that the child can be a family helper (chores, attitude, etc.).

2. Show pictures of different emotion portrayals. Children will:
   a. Tell a story about a picture.
   b. Recognize "hurt feelings" or "feeling sad" as a type of problem.
   c. Name at least one way families can help with feeling-sad problems.
3. Draw from the children's experiences, their need for other people (sick child - parental care; broken bike - repair shop; to play baseball - friends; to learn how to read - teacher). Then point out that we all need other people in order to work and play together. We help each other. Write "together" and "help" on the board. Ask the children to think of all those whom they need. Then ask who they think needs them.
4. Discuss the value of dependability and responsibility.

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
						5. Write the word "family" on the board. Ask individuals to tell how many people are in their families. What do these people do together as a family? In this sharing of information, point out similarities and differences. Ask if people all over the world live in families. 6. Have the children look at the pictures on page 13, of the Ginn series. Are the families shown just like their own? Have the class read the story aloud. After the second sentence, have the children tell who is in their family. Accept all answers (including three hamsters!). After completing the reading, help the children conclude that each family has at least one adult, that families differ in size, in eating habits, lifestyles, and habitat.

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
						7. Reinforcement and enrichment activities. a. Encourage children to bring pictures of their families for a bulletin board display titled "Our Families." Label each picture with the child's name. The exhibit may include family pets. b. Encourage children to share family traditions and customs: how they celebrate holidays, what their special foods are, etc. c. Ask the children what they do each day (eat, dress, go to school, and sleep). To imply that other people are needed to help us in many ways ask, "who gave them breakfast?" If the children say they got it themselves, ask what they ate and point out that someone had to buy this food, grow it for marketing, etc.

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
D. Families have customs, beliefs, and special days.	7. Identify contributions of persons of ethnic and minority groups to society. (SOCIOLOGY)					d. Use role playing to develop other important values such as: (1) Taking care of one's property by locking the house and putting things away. (2) Obeying signs and traffic lights. (3) Taking care of pets. (4) Taking care of litter and trash. e. Have children draw pictures of things that they value. (Ginn, At School, page 13) f. Incorporate host nation family systems. Compare and contrast. Pull through the entire unit the idea that family members must work together to supply the basic needs of: (1) Food (2) Shelter (3) Clothing (4) Love and affection. All families are somewhat different but the main goal of survival is the same for all of us.
D. Families have customs, beliefs, and special days. *This cannot possibly be taught as a separate piece of information. Special days and customs must be an ongoing study						

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
	8. Name ways ideas, traditions and customs are transmitted. (ANTHROPOLOGY)		p 11 p 13 p 18	pp 18-23 pp 26-27	pp 124-127	as holidays and birthdays present themselves. Use of resource people is a very effective method of teaching. Holidays will be covered as school events.
E. Families live in different locations. a. Farm b. Big city c. Small town d. Seashore e. Mountains f. Lake g. Desert	9. Know how families adapt to their physical surroundings. (HISTORY)					E. Families live in different locations. 1. Show a film or show study prints of city dwelling. 2. Discuss how people live closely together and must be considerate and aware of others. 3. Build a city of boxes and cartons; make at least 3-4 city streets. 4. Make a cut and paste mural of a city street. Talk about what is going on inside the windows (offices, homes, businesses). 5. Show study prints of families living in different environments: a. Farm b. Big city c. Small town d. Seashore e. Mountains f. Lake g. Desert
	10. Identify land areas on a map which are relevant to them. (GEOGRAPHY)	pp 58-83	pp 42-54	pp 108-116		
	11. Distinguish between land and water masses on the globe. (GEOGRAPHY)	p 96				
	12. Know that the earth is a sphere and name other things that have the same shape as the earth (GEOGRAPHY)					
	13. Describe how habitat (i.e., climate, physical environment, etc.) affects food, clothing, and shelter that a family uses. (ANTHROPOLOGY)	pp 102-112				

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Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
	14. Identify, compare, and contrast types of shelter, food, and clothing. (ANTHROPOLOGY) 15. Discuss how families in different cultures obtain food and shelter. (ANTHROPOLOGY) 16. Compare roles, customs, and activities with own family to families of other cultures. (ANTHROPOLOGY)					6. Discuss how environment affects the lives of these families. a. Divide into committees. b. Illustrate each type of environment. Cut and paste the different types of homes from each environment. c. Discuss the materials used to build the different kinds of homes. d. Play a recording of "America the Beautiful." Have the class listen carefully to the words to see how many different places are mentioned. show pictures appropriate to the various scenes described. Have students take turns pointing to the correct picture as they hear each scene described in the sone. e. Have students think of reasons why people live near the ocean. Discuss the following: (1) Fishing (2) Transportation (3) Shipping (4) Pleasure boating (5) Swimming and diving

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Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
						f. Discuss the different kinds of houses students know about. (1) What kinds of houses do you find in the country? (2) What kinds of houses do city people live in? g. Use magazine pictures to show some of the disadvantages of city living; e.g., crowds, slums, air pollution. h. Have the class construct a miniature city using boxes of various sizes, such as milk containers and shoe boxes. The boxes may be covered with construction paper and appropriate facades drawn on with crayon. i. Ask the students whether they would be able to do the following things in a single family dwelling, an apartment, or both: Cut the grass (single family) Ride an elevator (apartment) Plant flowers (both) Take out garbage (both) Play on roof (apartment) Visit a friend without going outside (apartment) Play in yard (single family)

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES

Some students may want to pantomime or act out these activities and have others guess what they're doing.

j. Explain to the students that a desert is a hot, dry area. There is very little rain in the desert. Not many plants grow in the desert. An exception is the cactus; it is a plant that does not need a lot of water. The teacher may want to read the following books to the students: We Walk in Sandy Places by Byred Baylor, published by Scribner, 1976, and Wind, Sand, and Sky by Rebecca Caudill, published by Dutton, 1976.

k. Bring in a globe and show the contrast of ocean and land.

l. A color relief globe of rainfall and mountains should be explored to define and explain different environments.

m. Compare and contrast student housing to that of host nation.
   a. Are the materials similar?
   b. Do they serve the same purpose?
   c. Why is military housing built the way it is?

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Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
F. Families provide for needs and wants. 1. Needs a) Shelter b) Food c) Clothing d) Love and affection	17. Know terms: goods, services, and consumer. (ECONOMICS) 18. Know the basic human needs of food, shelter, and needing to belong. (PSYCHOLOGY)		pp 55-66	pp 47-73	pp 1-118	F. Families provide for needs and wants. 1. Needs a. Shelter (1) Have pupils draw a picture of the kind of place they would like to live in. Have them show one thing they would be able to do if they lived in that place. (2) Read aloud The Little House, by Virginia Lee Burton (Boston: Hougton Mifflin Company, 1942). It is a charming story about a country house that is slowly engulfed by the city. (3) Write on the board the different reasons why people need homes or shelter. a. Discuss environmental influence. b. Show how shelters are made from available materials. c. Discuss how housing is influenced by income. (4) Make a doll house (perhaps a child has one he/she can share). Discuss the reason for the types of furnishings. b. Food This unit could be integrated with health and nutrition.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES

(1) Arrange a bulletin board using empty milk, cream, butter, cottage cheese, ice cream, and cheese packages or cartons.
Captions: 1. Where do we get these products?
2. What do these foods do for us?
(2) Visit a dairy or a dairy farm.
(3) View films on dairy production.
(4) Look in the Yellow Pages under "Farm Equipment." Ask the implement dealers if they will send brochures containing pictures of the farm equipment used in planting and harvesting different corps
(5) Discuss how weather relates to food production.
(a) Too much rain
(b) Too little rain
(c) Strong winds
(d) Hail storms
(6) Choose a food and follow it from its beginning to consumption.
Example: wheat.
a. Growth
b. Harvesting
c. Shipping

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Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT*	ACTIVITIES
						d. Processing: flour, cereal e. Distribution f. Sales (7) Invite a grocer to talk to the class. (8) Take a study trip to the commissary and to a host nation market. Compare and contrast. (9) Collect some large newsprint supermarket ads to use as posters. Involve the group in a discussion of "kinds of foods that families get at the store." Help students identify canned, frozen, fresh, and packaged foods. (10) Have the children talk about their favorite foods. Point out that different families eat different foods. If your students represent various ethnic backgrounds, you might have a food-tasting party. Ask parent volunteers to prepare and bring to school simple dishes to represent their ethnic groups. Invite children to taste each dish. Talk about what foods were used to make it, how it tastes (sweet, spicy, etc.), and also how it is usually eaten (with a fork, fingers, chopsticks).

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

(11) Social studies/science integration
  (a) Plant seeds and watch them grow.
  (b) Change conditions.
    - Too much water
    - Not enough water
    - Good lighting
    - Poor lighting, etc.
(12) Discuss foods in terms of which foods contain the greatest food value.
  (a) Invite the nurse to speak on good snacks.
  (b) This could be integrated with a dental health unit.

c. Clothing
(1) On the chalkboard, write the heading "Clothes We Need." Then write three subtitles: "When It Is Warm," "When It Is Cold," and "When It Is Wet." (If your climate is rarely cold or wet, have students pretend that they are going to take a trip.) Let them name the clothes needed under each subtitle. After students give you all the words they know you might add those that they did not mention. Discuss the items

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

listed. You might ask students to tell which items on the list families often make at home (dresses, pants, blouses, knitted sweaters, scarves, mittens) and which items are rarely or never made at home (shoes, galoshes, rainwear, overcoats).

(2) Prepare two sets of picture cards. Draw or paste pictures on one set to illustrate rainy, snowy, hot, cold, and cool weather. Draw or paste pictures on the other set to illustrate clothing to wear in these kinds of weather. Have students pair the cards to match the clothing with the appropriate weather. "Ask" students to role play situations to illustrate ways in which families provide clothes.

(3) Have pupils cut out (from old magazines) pictures of different types of clothing. Have them place the pictures in the appropriate column on a bulletin board divided into three sections - winter wear, summer wear, and rainwear.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

(4) Begin a continuing bulletin board display of the various materials from which clothes may be made. The caption for the lesson might be "Cotton for Clothes." A cotton ball, some cotton thread, and a small piece of cotton cloth may be placed near the caption. To illustrate the concept of dyeing, bring in a square of white cotton cloth, and demonstrate a simple tie-dye activity, following the directions on the package of dye. Use materials for clothing from your area. Utilize your host nation person to learn/teach about local materials
   (a) Wool
   (b) Cotton
   (c) Flax
   (d) Linen, etc.

(5) If you chose to teach the history of cloth, you might use this time to discuss the making of thread and yarn and the concept of weaving. For art you could weave paper place mats of bright colors.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						(6) Let pupils examine several balls of yarn. Have pupils: (a) Describe yarn and tell about what can be made from it. (b) Recall what the pioneer woman did to the sheep's wool. (c) Tell if they think she could have made it look like the yarn they see. (7) Show different types of sewing machines and machines for making cloth. (a) Introduce antique methods. (b) Describe and illustrate the move to the industrialized production of clothing. (c) Introduce mass production. This would be a perfect time for a study trip to a clothing or cloth manufacturer. Utilize your host nation resources such as, folk material production (lace, hand looming, etc.) or modern materials (silks, linens, wools, etc.).

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						(8) Demonstrate the speed and efficiency of cutting through several layers of material at once by having pupils use scissors to cut strips from a sheet of construction paper while you use a paper cutter to cut a stack of paper. (9) Have pupils make a simple paperdoll coat from construction paper. They should cut out the coat shape; use another color to make collar and cuffs; cut "buttons" from black paper; paste each item in place on the "coat;" then, with a crayon, add decorative stitching. Have pupils note how long it takes to make each coat. Then divide the class into "assembly lines." Each group member should perform only one of the above tasks. One pupil can cut out several coats at once by cutting through several sheets of paper. (Silver Burdett, Living in Families, p. 111, 1979)

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						d. Love and affection (1) Discuss the need for all people to be loved. (2) Have the class list ways to make a new student feel at home and welcome. (3) Dramatize different situations involving a new student. Plan conversation and points to stress in talking with a new student.
2. Wants - Desires differ from needs	19. Use media to compare two items. (ECONOMICS)					2. Wants - desires differ from needs. a. Compare and contrast needs and wants. b. Cut and paste from magazines pictures of needs and wants. (1) Stress needs as food, shelter, clothing, and affection. (2) Explain luxuries. (a) Television (b) Telephone (c) Cars (d) Bikes, etc. (3) Use a native culture as a comparison to our middle class environment. (4) Illustrate how many luxuries we have become accustomed to. (5) Study a pioneer family; discuss the items they needed to survive.
	20. Explain wants and needs as they relate to choice (i.e., limited resources, unlimited wants). (ECONOMICS)		pp 67-78			
	21. Know reason why people may try to hide their emotions. (PSYCHOLOGY)		pp 14-17			
	22. Distinguish between fact and fiction. (DECISIONMAKING)					
	23. Name ways ideas, traditions and customs are transmitted. (ANTHROPOLOGY)					

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c. Discuss history vs. the movies. Pioneer people historically did many activities that were glamourized or deleted by Hollywood. Explain the need to research fact instead of just believing modern films about history. Fact vs. fiction.

3. Needs and wants
   a. Have students draw a picture showing needs and wants. Fold a piece of paper in half. On the one side have them draw a picture of something they need. On the other side have them draw something that they would like to have. As students are drawing, the teacher might walk around and informally ask them why they put the pictures where they did.
   b. Collect a number of pictures which the students can classify into needs and wants. Include several examples of homes, the four basic food groups, and various articles of children's clothing to be categorized as needs. For wants, select pictures of bicycles,

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sleds, TVs, radios, toys, etc. Depending on the size of the pictures, a box may be selected with a divider and a place for needs on one side and wants on the other. The pictures may be coded with a small 'n' for needs and a small "w" for wants on the back so that students may work independently or with a friend and check their own answers.

c. A series of flashcards can be made from index cards on which words depicting needs and wants can be printed. This is for developing sight vocabulary, therefore, words that the students use daily should be printed. Examples might include house, milk, bread, eggs, meat, shirt, and pants for needs. Items such as bicycle, doll, book, pencil, and television might be used for wants.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
G. Family responsibility 1. Parents a. Jobs at home b. Jobs for income c. Career development 2. Children a. Jobs at home b. Jobs for income	23. Demonstrate the concept of money in its use in a token economy. (ECONOMICS) 24. Demonstrate the concept of financing and its use in a token economy. (ECONOMICS) 25. Know the occupations of family members. (PSYCHOLOGY) 26. Select some goals for tomorrow (next day). (PSYCHOLOGY) 27. Know concepts of job and career. (ECONOMICS) 28. Know the concept of saving and saving money. (ECONOMICS) 29. Distinquish between two items by use of a monetary system. (ECONOMICS)	pp 98-124	pp 6-7 pp 20-24 pp 55-66 pp 82-100	pp 108-133	X	G. Family responsibilities 1. Parents a. Chart parents' occupations. b. Add other occupations the children suggest. c. Discuss purpose of work: (1) To fulfill societal needs. (2) To provide income. d. Set up a classroom token economy: (1) Children could do certain tasks to earn tokens. (2) Tokens could be exchanged for free time or desired activities. (3) Draw analogy between working for tokens and parents earning incomes. e. Discuss what kinds of careers the children are contemplating (1) Explain educational requirements of certain occupations (2) Ask professionals to come share their careers. (3) View movies about some of the favorite careers. f. Emphasize the need for good work habits as a child so that children will be able to handle more responsibility as he/she gets older.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						g. The teacher will ask children how many different workers they passed on their way to school this morning. These workers may be listed on chart paper and be kept for future reference. Teacher asks: "Could I be one of the workers on the list? 'Yes'. Why do you think all these other people work?" (Pointing to list.) It is important at this stage for students to be able to identify people who work. It is also important that they begin to realize that people work for some basic reasons and that they automatically do not happen into these various jobs. Teacher asks: "Do different people work for different reasons?" "Yes." "Why?" (To meet needs for food, clothing, and shelter; to buy extra things they want; for something to do that interests them.)

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h. Select a variety of pictures showing people working and having fun. Label two piles: WORK - FUN. Have children place pictures of activities in the appropriate pile. Have some pictures illustrate careers, such as: pro-basketball player, clown, etc., that children might think would be fun.

i. Review jobs at home and how parents must work at home as well as at work. Emphasize that all family members need to shoulder responsibility so that all family members will have some time for leisure.

2. Children

a. Jobs at home.

(1) List chores that the children can do at home.

(2) Encourage the children to volunteer for certain chores that they will be responsible for every week.

(3) Suggest that they contract with their parents certain types of jobs for which they could receive pay.

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						(4) Encourage the children to put part of their allowance or income into some kind of savings. (5) Guide children to the concept of saving money to buy an item of large value. (6) Get some parent volunteers to assist with the following project. (a) Divide the children into small groups with one adult per group. (b) Divide pretend money among the children and give each of them a catalogue. (c) Let the children cut and paste a list of things they would like to purchase with their money. (d) Have the parents help with the calculations. (e) Discuss shopping for values. (f) Compare the list of a child who used a bargain catalogue as opposed to a more expensive catalogue. Discuss pros and cons of shopping for quality vs. quantity.

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						(g) Suggest that children give coupons of jobs they could do for special occasions such as Mother's Day or Christmas. (h) Children must know that they too have important jobs and roles in the family. 1. Learning to read. 2. Learning to write. 3. Learning to count money. 4. Learning to save money. 5. Learning to be resonsible for themselves and to others.
H. Learning in the family.	30. Know family members as resource and important people. (PSYCHOLOGY) 31. Know how the family may influence growth and development (i.e., physical contact, home environment, moral behavior). (PSYCHOLOGY) 32. Apply his/her knowledge of the days of the week, months, and seasons of the year. (SKILL)	X	p 43	Chap. 8	X	H. Learning in the family. 1. The children can categorize family experts. a. Mom might be the family medical expert. b. Dad for the yard work. c. Brother for baseball throwing, etc. Illustrate that a family is a wealth of information that children can call upon. 2. Children can bring in photographs from baby pictures to present. a. Teacher can categorize photos in different stages. b. Children can discuss what they learned at each stage. c. Children should recognize that parents and siblings are their first teachers,

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	33. Describes roles, customs and activities of own family. (ANTHROPOLOGY) 34. Recognize major holidays and their meaning in the American and host nation cultures. (HISTORY)					and they prepare children for later learning that will come from school, scouts, etc. 3. Invite grandparents to come for a day of grandparent celebration. Ask two or three grandparents to share his/her hobby special interest. 4. Ask pupils why they suppose people all over the world live together in families. Accept all reasonable responses, but try to elicit such ideas as, "Families live together because they love one another, want to take care of one another, play together, and learn from one another." 5. Discuss with pupils the great variety of things they have learned from someone in their family, such as how to talk, eat with spoons and forks, brush their teeth, share toys and games, tie shoelaces, etc. Ask how they would have learned those things if they had not lived in a family. At your discretion, mention might be made of substitute socializing units, such as orphanages and various children's homes. 6. Use roleplaying situations that will help children accept responsibilities and learn to say, "I'm sorry," etc. Examples:

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

a. A child throws a ball and breaks a window. The child accepts the responsibility, tells father or mother, "I'm sorry," and tries to figure out a way of repairing the window with allowance, etc.
b. A child runs through a pile of leaves raked up by a family member. The child says, "I'm sorry," and rakes up the leaves.
c. A child forgets and leaves a jacket outside. Mother sees the jacket, brings it in, and shows it to the child. The child says, "I'm sorry" and then "Thank you for bringing my jacket in."
d. A child forgets to give a pet dog water. It is a hot day and the dog is thirsty. A brother sees and fills the water dish. He reminds the child that the dog's water was forgotten. The child says "I'm sorry I forgot, and I thank you for giving the dog water."

7. Compare family roles of the typical U.S. middle class family and that of host nation families.
   a. Look for similarities and differences.
   b. Who are the rule setters and the authority figures?

Grade Level: 1st

Marking Period: 1-2

Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						c. Do different families use different family members more fully (i.e., the extended family)? 8. Duplicate copies of a calendar for the pupils. Have them use the holidays listed on the board to identify the dates of the various holidays. They should write the name of each holiday on the appropriate date of the calendar sheet. 9. Have pupils review their list of holidays and select their favorite one. Have them draw a picture to show the things they like about that holiday.
I. Family recreation/ activities 1. Special family days a. Birthdays b. Holidays 2. Travel 3. Hobbies		X	Unit 4 pp 40-51	Chap 2 pp 28-33	Unit 5 pp 150-155	I. Family recreation/activities 1. Special family days a. Give each child a calendar to take home and have marked with all of the special family days they celebrate (i.e., birthdays, Hanukkah, etc.). (1) Every day have the children cross off the new day. (2) Children should say the complete date November 15, 1983. (3) If there is a special day marked, the child should share it with the class. "Today is my grandfather's birthday."

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

b. As the different holidays arrive, discuss how families all over the world celebrate.
   (1) Invite parents from other countries to share holiday traditions that might be new to the class.
   (2) Incorporate culturally different customs into the classroom celebrations.
   (3) Show filmstrips or movies to teach the history of different holidays and their significance to each culture.

2. Travel
   a. Put up a world map and put stick pins in it to represent different countries where children have lived or traveled.
   b. Discuss why families need recreation time.
   c. Discuss how families have an obligation to make play time a fun time.
      a. Sportsmanship
      b. Attitude
      c. Volunteering to help with the work.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						3. Hobbies a. Have children share any hobbies or collections they have at home. b. Invite hobbyists to come share their specialty and teach children what steps they need to follow in order to start a particular hobby. c. Motivate children to begin a hobby and provide sharing time throughout the year to see how the interest is progressing.
J. Family changes 1. Causes of change. 2. Family changes in the past. 3. Adjusting to changes.	35. Identify sources of personal information about self and family. (HISTORY) 36. Participate in planning ways to obtain answers to questions or test the word hypotheses. (SKILL) 37. Discuss the impact of current events in terms of cause and effect. (DECISION MAKING)	Chap 6 pp 125-148	X	Ch 4 pp 64-71	X	J. Family changes 1. Ask the children: "Does your family have pictures of you when you were a baby? How did you you look? How do you look now? How have you changed?" Elicit changes in size, height, weight, likes and dislikes, new friends, new learnings, new hobbies, etc. Use student's responses to develop definition of the word "change" in the sense of being different. 2. Have students roleplay situations involving family changes brought about by moving, some cause and effect. One leaving home, and the birth of a child. 3. Observe how time causes change. a. New bulletin boards to announce the new seasons or up-coming events. b. Change in weather according to seasons. c. How things wear out as time causes changes.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	38. Integrate ideas in order to make generalization. (DECISIONMAKING)					4. Discuss how change should be talked out in families so that children can deal with the change. a. Divorce is so prevalent, that several sessions should be spent talking about how feelings can change, and how children are not the cause of divorce or a death in a family. b. Have children share the effects of change and how change can affect emotions. 5. Weigh and measure each child at the beginning of the year and again in the spring. Share the change with the children and celebrate their growth with a growing party. 6. Observe change in nature. a. Take a dried seed and dampen it until it sprouts. b. Plant the seed and watch it grow. c. Observe and record the progress. d. Compare the seed to the plant. 7. Make generalizations about how time and age change things.

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Suggested Time Frame: 10 wks (Oct. Nov. Dec.)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						8. Use magazines and pictures to depict family changes; roleplay how to cope with family change. a. Babies b. Divorce c. Moves d. New class or school. e. Family change in the past. (1) Use Thanksgiving to illustrate how current events changed the lives of the Pilgrims. (2) Show how outside influences can be a cause of change in the family. (a) The Indian's lives being changed by the explorers and pioneers. (b) Change caused by moving from Europe to the United States. (c) Change from East to West. f. Adjusting to change. (1) Roleplay how to adjust to changes. (2) Stress the importance of constructive communication.

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Marking Period: 3-d

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
IV. Schools A. A place to learn. B. The people who work at school. C. The classroom as a part of the school.	1. Know that resource people can be a source of information. (SKILL)	pp 40-41	pp 19-20	Ch 10 pp 88-99	X	IV. SCHOOLS A. A place to learn. 1. If possible, take a tour of your school. Visit the cafeteria, library, principal's office, gymnasium, auditorium, boiler room, etc. Students might then draw pictures of what they saw. 2. Review your classroom rules. Discuss why children must work quietly so that everyone has a chance to learn. 3. Study the history of education. a. Before there were schools, children who did learn to read and write, learned from their parents. b. The development of the school. c. The privilege of going to school. 4. Talk about school materials and how they are purchased by tax dollars. a. Explain the need to take care of materials. b. Discuss scarcity of funds in relationship to school purchasing power. 5. Ask students to draw a picture (or a floor plan) of your classroom and then describe where things are in relation to one another. a. Discuss the need to be quiet in the centers or library area so that children in the reading group or at their desks won't be disturbed.
	2. Describe the characteristics of a good citizen. (ECONOMICS)		Ch 9	pp 82-93		
	3. Identify types of records kept by the school. (HISTORY)					
	4. Identify neighborhood helpers and school helpers and their jobs. (SOCIOLOGY)					
	5. Help choose best-qualified person for roles. (SKILLS)		Ch 3 pp 34-40			
	6. Know the term scarcity as related to classroom. (ECONOMICS)					

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B. The people who work at school.
   1. Invite the coach or physical education teacher to come to your classroom and explain how good physical education is related to academic education.
      a. He/she could discuss the development of motor skills and how they relate to reading and writing.
      b. Demonstrate the need for good posture and breathing to increase blood flow and oxygen to the brain.
      c. Discuss the need for excercise and play to build strong muscles and to clear the head for better concentration.
   2. Invite the nurse to speak about how proper nutrition can influence learning and behavior in school.
      a. Start reading food labels.
      b. Discuss healthy snacks and unhealthy snacks.
      c. Teach a nutrition class to parents so they will be involved in making healthy food decisions for thier children.
   3. Take a study trip of the school.
      a. Have children make a list of the places they visited in their school and indicate what was happening.

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b. Have children list the people they saw working in their school and tell what they were doing. (This can serve as a background for later map work.)
c. Have children list what they saw happening on the playground and indicate any equipment involved.
d. You might want to visit a class on the same grade level or on a different level. Talk about the things students in the class are learning. How are these things alike and how are they different from the things the students in your classroom are learning?

4. Take a study trip to a host nation school or a school of a different philosophy in the area.
   a. Discuss similarities in the schools.
   b. Discuss differences.
   c. Observe physical differences.
   d. Observe differences in rules, work and play.
   e. Ask the children to tell you what things they think children all over the world do that are the same things that they do.

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5. Go visit the principal or vice principal.
   a. Ask the principal if he/she will talk to the students about his/her job.
   b. The principal can discuss what he/she feels a good student is.
   c. He/she can pass out a short list of the school rules.
   d. The principal can describe the charactersitics of a good citizen at school and will encourage the students to exhibit their best behavior while at school.
6. Take your class to visit the school secretary.
   a. Have him/her briefly describe his/her job.
   b. Ask him/her to show how each child has an information card.
   c. Show the files that contain forms for student health, permission slips, attendance records, etc.
   d. Explain how a school keeps track of student data by using:
      (1) Report cards
      (2) Grade books
      (3) Attendance sheets
      (4) Health records, etc.

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e. Tell children it is important to return forms to school that parents need to sign so that all the records will remain accurate.

7. Discuss the need for order and cleanliness in school.
   a. Have time each week for cleaning desks.
   b. Demonstrate every week what the desks should look like when they are clean.
   c. Have classroom helpers keep areas neat and clean.
   d. Invite the custodian to come explain about his/her job and how the children can help keep the building and campus clean.
   e. Reiterate that the school belongs to all of us and we must work together to keep it clean and running smoothly.

C. The classroom as part of the school.
   1. To review the concept of rules, ask the children what they think rules are. Write "rules" on the board. Discuss their ideas. Then ask if they can think of a reason why we have rules. One of

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the answers should be to keep people safe. Write "safe" on the board. Ask if they follow rules when they eat. Discuss and conclude that rules help us get along in the world. Say that another reason for having rules is so that everyone will have a chance to live a good life. Ask if rules help people get their fair share? Do rules help to give everyone a turn when on the playground? Do we need rules inside the school? Think about it. Write "think" on the board. What would happen if you didn't have to raise your hand before talking? Raising hands is one kind of rule. What other rules can you think of? Write "other" on the board. Ask the the students if they think people have always had rules to live by. Point out that rules give guidance so that people can live in peace. How would it be if everyone always crossed the street at any time and at any place? How would it be if people drove their cars any way they pleased? How would it be if people always thought only about themselves?

2. Discuss how children need to pattern themselves after the people they want to be like.

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a. Observe the people who are good citizens and good models.
b. Listen to what they have to say.
c. Follow their example.
d. Think before doing.

People you might use as examples would be:

a. Ministers
b. Teachers
c. Policemen and policewomen
d. Scouts
e. Athletes

3. Invite outstanding citizens to visit the classroom to discuss their lives and what influenced their lives to become achievers.
4. Emphasize the need for plans and laws in this way:
   a. Have the class choose a game to play.
   b. Ask each pupil how he or she would like to change the rules of the game.
   c. Have the class begin to play the game, allowing each pupil to play according to his or her own rules.
   d. Stop the game when it is evident that the situation is chaotic.

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AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
D. Sharing responsibility in school. 1. Working in a group. 2. Working for the good of the whole. 3. Getting along with others.	7. Summarize and select the main idea and follow oral and written directions. (SKILLS) 8. Differentiate between incorrect statements and gross generalizations. (DECISION-MAKING) 9. Participate in ways to obtain answers to questions or test hypotheses. (SKILLS) 10. Define his/her role as a member of a group. (SKILLS) 11. Give suggestions and consider alternative decisions of the group. (SKILLS) 12. Compromise as one way of cooperation. (SKILLS)		pp. 5-20		pp. 7-20	D. Sharing responsibility in school. 1. Read stories to the children and have them choose the best title for each story. 2. Make up a game called "All True, Mostly True, and False." a. Say a statement such as: "All lions have 4 feet." That could be mostly true. b. "All lions are mammals" - true. c. "Lions are insects" - false. 3. Make a list of things the children think are true about growing plants. Keep the list and check it periodically throughout the experiment. a. Sprout several types of seeds. b. Plant seed. c. Observe growth. d. Vary conditions to test hypotheses. 4. Assign different jobs to student helpers. Discuss how we must all work together to achieve a cohesive smoothly running class or committee. Roleplay when someone doesn't cooperate. 5. Plan a picnic, party, or trip. Get input from the children to plan menu and activities. If there are disagreements go with the majority vote. Explain

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	13. Define the problem for study, explain contributing factors, and find probable solutions. (DECISIONMAKING)					that there are times when we must change our will in order to have harmony. 6. Use roleplaying to introduce this lesson. For example, have one child drop a pencil. Another child picks it up, puts it in a pocket, and walks on. Ask the children what they saw. Then ask individuals to discuss what they saw. 7. Ask children to tell what they do to help with all the work that must be done in a family and around a home. As you accept responses, list them on the board and then ask each child why he was assigned the specific chore. Discuss how this relates to the group cooperation in the classroom. 8. Have students draw a picture of someone they would like for a friend. Stipulate only that each pupil must illustrate a friend who is in some way different from himself or herself. Provide a number of magazine pictures of people of various ages, races, national backgrounds, etc. Allow pupils to arrange the pictures into "family" groups.

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						9. Suggest that children form various committees within the class to deal with problems such as classroom cleanliness and playground safety. Children may elect one leader and a few members for each committee. Explain to the children the different ways of voting (raising hands, secret ballot, etc.) and have the children choose the way they would like to vote. 10. If possible, arrange for the class to attend a local council meeting. Or have the class visit a student council meeting in the school.
E. Schools in other lands. 1. Host nation. 2. Other countries.	14. Identify city and country of residence. (POLITICAL SCIENCE)	X	p 76	X	X	E. Schools in other lands. 1. Take a study trip to a host nation school. a. Observe a reading class. b. Join the children for recess. c. Perhaps the class could stay and have lunch with the children. 2. Become pencil pals with a classroom from a school in another country. The teacher could act as secretary, as the children dictate their questions and interests. 3. Ask the host nation teacher to bring in first grade text books from a host nation school. Allow the children to look through the books during free time. 4. Show films of school systems in other parts of the world.
	15. Integrate ideas in order to make generalizations. (DECISIONMAKING)					
	16. Use generalizations to make predictions. (DECISION-MAKING)					

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						5. Write on the board observations made about the different schools. a. Write objectives of all schools. b. Note methods of education that are similar. c. Note differences. d. See if generalizations about schools worldwide can be made from observations. 6. Study addresses. Have the children write their full name, address, and country of residence.
F. Holidays 1. U.S. holidays 2. Host nation holidays	17. Recognize major holidays and their meaning in the American and host nation cultures. (HISTORY) 18. Identify local place of historical importance. (HISTORY)	X	pp 79-95	pp 26-33	pp 145-159	F. Holidays 1. Display a large monthly calendar and ask who has a birthday this month. List names of those who respond. Ask how they will celebrate. Write "birthdays" and "celebrate" on the board. Have each child draw a small birthday cake cutout and put the name of the child on it. Have children pin each cutout on the correct calendar day. 2. (Listening for information.) Explain to the class that some holidays on their calendar are celebrated only in the United States, while some of the others are celebrated by people in many other countries. Ask pupils if they know which holidays might be celebrated exclusively in the United States. Ask them why they

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think these holidays aren't celebrated elsewhere. Ask if they know which holidays might be celebrated in other countries as well. Ask them why they think these holidays might be common to people in many countries.

3. Explain that September 16 is the birthday of Mexico, our neighbor to the south. Write "Mexico," "south," and "neighbor" on the board. Discuss the meanings of these words. Explain that long ago Mexico belonged to Spain, a country across the Atlantic Ocean. Write "Spain" on the board. Say that Mexico wanted its own government.
4. Discuss Halloween symbols. Show a film that explains the history and traditions of Halloween.
   a. Masks
   b. Witches
   c. Bats
   d. Owls
   e. Ghosts
   f. Fairies
   g. Black cats
   h. Costumes
   i. Jack-O-lanterns
5. Incorporate Halloween art activities into the social studies unit.

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						6. Show the class pictures or drawings of a pumpkin, a witch, a black cat, a ghost, a jack-o-lantern, and any other symbols of Halloween you might have available. Ask pupils what holiday these symbols remind them of. 7. Place one of the above mentioned symbols on the bulletin board calendar to mark Halloween. 8. Discuss safety rules for a happy Halloween. a. Cross the street only at corners. b. Make sure the holes for the eyes of your mask are big enough to see through. c. Have an adult accompany children while trick or treating. d. Do not tamper with property by marking or breaking. e. Save your treats until you get home and have a parent check them. f. Carry a flashlight and not a candle. g. Be sure to wear light clothing or have reflectors on some part of the costumes. 9. Thanksgiving a. Use a globe to the show route the Pilgrims took. b. Discuss why Pilgrims traveled to America. c. Show study prints of the Pilgrims and the Mayflower.

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d. Make a large mural of the Mayflower. Let the children draw their faces as if they are on the boat.
e. Plan a classroom feast to celebrate Thanksgiving. Indians can make vests from donated pillow cases, Pilgrims can cut costumes from tag board. Serve traditional foods (stew, muffins, fruit salad, pumpkin pie). Learn appropriate songs and finger plays for entertainment.
f. Explain that the first Thanksgiving was celebrated by the Pilgrims. Write "Thanksgiving" and "Pilgrims" on the board. Explain that the Pilgrims invited their Native American friends to a dinner and that these friends had helped them in growing foods. Write "Native Americans," "dinner," and "growing" on the board. Tell them the Pilgrims were thankful for all they had. Write "thankful" on the board.
g. Have the children take turns telling one thing they are thankful for. Put their reasons on a chart titled "We Are Thankful For" and post it.

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						10. Christmas and Hanukkah. a. Show filmstrip to illustrate history. b. Each Friday during the month of December share a new Christmas symbol. A speaker may report about various symbols (mistletoe, poinsettia, tree, candles, etc.). c. Read a short history of Christmas cards and have the children create the cards they will give to their parents. d. Incorporate art ideas into the social studies program. e. Read a short history of Hanukkah. f. Invite a rabbi or a Jewish parent to come share traditions and customs of Hanukkah. g. Invite host nation teacher to speak about traditions of Christmas or Hanukkah in his/her country. h. Invite parents from other countries to share their Christmas traditions. i. Ask the class what they know about celebrating Christmas. Bring out that it is a time for decorating a tree with ornaments and presents. Write "Christmas," "ornaments," and "presents" on the board. Ask if anyone knows what Christmas is called in Mexico. Write "fiesta" and "pinata"

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on the board. Say this is when they break the pinata; it is full of treats for the children.

j. You may want to tell or read about Christmas customs in other countries such as singing carols, burning the yule log, etc. As you read, relate each custom and its origin.

k. Visit churches or places of special interest in the host nation during the holiday season.

11. a. Plan an "Old Year" party at which the children will make a picture of the thing they liked best about the past year. Hang the drawings on a string across the room.

b. Explain to children about the custom of making New Year's resolutions of their own that they would like to work on. Put them on a bulletin board titled "My New Year's Resolutions."

12. Explain that on January 15 a famous black American leader was born. Explain that this man's name is very well known because he led the civil rights crusade in the United States and in 1964 received the Nobel Peace Prize, an award given to people who do something valuable for

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the good of humanity. Ask who this man was. Write "Martin Luther King, Jr.," on the board. Add his name to the calendar and tell them that his birthday has been made a national holiday.

13. Explain that we honor our country's great leaders by celebrating their birthdays as holidays. Say that one such leader was George Washington who was the first President of the United States and even before that, a great leader. Write "Washington," "President," "great," and "leader" on the board. Then mark Washington's birthday on a class calendar with his name and a picture.
Explain that Abraham Lincoln was another great American leader and that he was a lawyer before he became President. Write "Abraham Lincoln" and "lawyer" on the board. Say that he was born in a log cabin, a one-room house made of logs. Write "log cabin" on the board. Since Lincoln's picture is on the penny, tape a penny on the calendar to mark Lincoln's birthday.

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						14. Tell the children they will now learn about a famous leader, Robert E. Lee, who was an Army General from Virginia. Write "Robert E. Lee," "Army General," and "Virginia" on the board. Point out Virginia on a map. Explain that Lee was an engineer who built forts and bridges for the army and who became commanding general of the South. Mark January 19 as Lee's birthday on a calendar. 15. a. Ask who the President of the United States is and how he became President. After they answer, say that an election was held and write "election" on the board. Explain that in an election people can vote by marking candidates' names on pieces of paper, or ballots. Write "vote" and "ballots" on the board. Then say that sometimes people vote on a voting machine. Write "machine" on the board. b. Have the class write a group story about a visit to a polling place, real or imaginary. c. Invite someone who has worked in a polling place to talk to the class and explain the voting process. d. List offices of elected officials on the board and discuss their jobs. Stress career opportunities.

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16. For further study, use "Flag Day and Independence Day," a Silver Burdett HOLIDAYS and SPECIAL OCCASIONS picture packet.
17. Allow pupils to sing or listen to such songs as "Red, White, and Blue," "The Star-Spangled Banner," and "Stars and Stripes Forever."
18. Have a Boy Scout or Girl Scout demonstrate the proper ways to raise and lower the flag, the proper way to fold the flag, and other facets of flag etiquette.
19. Explain that Arbor, or tree, Day is a day for honoring trees. Say that this custom began in Nebraska and is practiced now in many states. Write "Arbor Day," "Nebraska," and "states" on the board. Say that long ago Nebraska had few trees, there was little shade or wood, so people planted a million trees. Write "million." If your state observes Arbor Day, mark it on the calendar.
20. Explain that July 4 is our country's birthday. Mark it on the calendar. Explain that long ago America belonged to England but wanted to be free. Write "Independence Day" and "England" on the board. Say that America wanted its own

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government so a Declaration of Independence was sent to the King of England. We are proud of the many people who fought for America's freedom.

21. (Observation) Prepare a time line to indicate the age of our country. Divide the time line into 5-year spans, and indicate these with a mark. Show pupils the approximate span of time their own age represents on the time line.
22. (Observation) Have pupils locate July 4 on the bulletin board calendar and place a picture of a birthday cake on that date.

REINFORCEMENT AND ENRICHMENT ACTIVITIES

1. Bring pictures of national parks and talk about the work of forest rangers.
2. Take a walk with the class around the schoolyard and vicinity and look at the trees and shrubs. Have the children examine the leaves and bark and note the similarities and differences.
3. Have a park district official talk to the class about the value of parks.

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Suggested Time Frame: 3 wks April

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
V. Our environment A. Natural environment B. Man-made environment	1. Identify products that come from various regions (i.e., forests - wood, grasslands - cattle, etc.). (GEOGRAPHY) 2. Assemble and record weather information. (GEOGRAPHY)	Chap 3 pp 39-57	pp 45-54	pp 110-111	pp 126-143	A and B. Natural and Man-made environment 1. Show a large picture of a mountain lake located in a forest. Teacher then explains that mountains, lakes, and trees are known as natural features because they were formed naturally without any help from people (natural environment). From these natural features, people receive many valuable items (minerals, water for drinking, hydroelectric power, lumber and iron for building, soil for growing food, and air for breathing). "Do you know what you call all these valuable things from nature?" (natural resources). "What would happen to the lake water if many people started using big boats and factories poured their waste products into it?" (water pollution). Sometimes the environment becomes unclean. The air gets smokey and may even smell bad. The water becomes dirty and will not taste or smell good. When these kinds of things happen we say that pollution has occurred. Write "pollution" on the chalkboard. Besides pollution that has been mentioned, what might happen to the natural resources that people wanted to use? (They would finally run out.) And then what? (Laws would be needed, people would have to clean up the environment.)

Grade Level: 1st

Marking Period: 4

Suggested Time Frame: 3 wks April

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

The teacher may want to place words on flash cards to increase sight vocabulary (environment, natural resources, pollution, mountains, valleys, plains, hills, oceans, lakes, rivers, highway, bridge, dam, building). The student should identify natural resources in the environment as well as those put there by people.
The students can draw a picture about their ideas of the discussion. Have them divide their art paper in half. On the left side, place an N which symbolizes a natural picture with no influence by people. On the right place the letter P that signifies the influence of people and what they will do to change the picture that has been drawn on the left.

2. Teacher may discuss with children the changes that people have made in their environment by referring to the background for this chapter about a trip to school.
3. Have students name all the natural features they see on their way to school; then those made by people. Write the list on the chalkboard or on chart paper.

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Marking Period: 4

Suggested Time Frame: 3 wks April

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

Natural	Made by People
Lake	Buildings
Pond	Bridges
River	Railroad tracks
Hill	Highway
Mountain	Telephone poles
Tree	Shopping center
	Fences
	Sidewalk
	Sign posts
	Parking lots

4. Take the class on a walk around the school grounds to take pictures of their environment. Make sure to include all the students in the pictures. An example would be to include two students pointing to digging that's being done for a new building, standing in front of the school, looking at a sidewalk, leaning on a tree, throwing a stone in a stream, pointing to a river, looking up into the air, etc. Get as much variety of their environment as possible. When the pictures are developed, create a bulletin board entitled, "Our Environment." Classify pictures into natural and

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Marking Period: 4

Suggested Time Frame: 3 wks April

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

people-made features if possible, and if not, develop cards that will serve as vocabulary builders to caption each picture.

5. Have a set of flashcards that students can practice saying as sight vocabulary. Include: environment, mountain, hill, lake, river, soil, coal, oil, natural resources, pollution.
6. The students may draw a picture of their environment and share the information with a friend, a small group, or the teacher. Each student has a chance to tell someone about what he/she feels should be a part of the environment. The teacher could also generate a list of ideas from students as to what they would like in their environment. These ideas could be put on chart paper and saved for future reference. The students could add to their list anytime.
7. Review
   a. Where on earth do people choose to live? Select an environment and more likely than not someone will be living there. Mountains, plains, and deserts have all been inhabited by people. Dwellings in each of the above environments may go by different names. Nevertheless, they all mean home to the people who live there.

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Marking Period: 4

Suggested Time Frame: 3 wks April

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						This variety of dwellings includes cabins, adobe houses, tents, igloos, grass huts, mobile homes, apartments, duplexes, condominiums, and houseboats, to list only a few. Differences are to be seen for sure, in style, name, and location, but similarities among all will also be recognized. Regardless of where an individual chooses to live, shelter from the environment is a necessity. Food, shelter, water, and clothing are basic needs common to all. Most people work to earn a living, and also find time for some form of recreation. Problems exist in all environments and people work together to try and solve them. People on earth choose to live in many places. As each environment is investigated, differences will be evident, but similarities will also be apparent. The student is now ready to begin comparing and contrasting his/her own environment to the many others that exist on the globe.

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Marking Period: 3rd

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

b. Ask the children to recall the parks and picnic areas they have visited. In what condition did they find these places when they were there? Were they clean and beautiful? Or were they littered with bottles, cans, and paper? Were trash cans handy? Had they been used? Ask who is responsible for keeping parks and picnic areas clean. (The people who use them.)

c. Have the class dictate a list of things that can happen if plants, animals, and people live in a dirty place. (Plants die, animals starve, all become sick, etc.)

d. Ask children to draw pictures that show how people have changed beaches.

e. Have the class make a series of posters about stopping litter and other pollution. Then have them discuss where to exhibit the posters in or around the school. Have a group of students get permission to exhibit the posters.

f. Show a Jaques Cousteau film on the life of the sea otter.

g Make a mural showing sea life, or life in a river or lake.

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Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

h. Select some form of sea life, or land-animal life in the school area, for special study. Then have the class write a group story about it, emphasizing its place in the environment.

i. Have children bring in pictures of animals, birds, insects, etc. Classify them with students and display them on a bulletin board below the appropriate classification labels.

j. Make a large information chart titled "The Sea Otter." Have the children fill it in.

k. Have the class draw a series of pictures about the otter. Then put them together as a "filmstrip." Help them prepare one-line captions for each picture. Use an overhead projector to show this strip. Narrate the captions.

l. Ask the children to draw and color one thing they might find on a beach. Have them cut out their items. Paste the drawings on a large piece of butcher paper. Have the class join in coloring the beach and ocean background areas.

m. Read several poems to the children about the sea, water, happy experiences. Some of the poems of Robert Louis Stevenson would be appropriate.

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Marking Period: 3rd

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

n. Show children Rachel Carson's books "The Sea Around Us," "The Edge of the Sea," and "The Sense of Wonder." Suggest that they take time to look at them. Read from the books if there is time.

o. Remind the children that at the start of school they learned why defacing school property was against the rules. Ask them to write a rule for people who carve up trees and park benches and who deface monuments.

p. Using a globe or a map, have the class construct a large chart of national and state parks. Have students illustrate the chart.

q. Use pictures from newspapers and magazines to make a chart illustrating one or more of these stories:
   (1) Electricity from Generating Plant to Use at Home
   (2) Gas from Well to Furnace
   (3) Gasoline from Well to Automobile

r. Have children make a chart of rules for water safety and illustrate each rule. (Don't swim alone; swim only in safe places; swim away from boat areas, etc.) The content of the chart will depend on places in your area that are available for swimming.

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Marking Period: 3rd

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

s. Have the class study the differences between a lake, a river, and a sea. List famous rivers, lakes, and seas. Discuss why they are famous.

t. List and illustrate the ways in which we use electricty.

u. Let pupils choose partners and work in groups of two to list as many ways as they can think of to save energy.

v. Make a large picture map of the United States and its oceans. Cut and paste different products that come from the different regions.

w. Keep a chart of the weather for 3 weeks. Cut from the newspaper what the weather forecast for the day is, then take your own readings twice each day and compare them to the predictions.

x. Bring to class pictures of land areas. Try to include polar regions, mountains, forests, and plains. Be sure to include some examples of bodies of water. Place the pictures on a table in random order. Ask a few pupils to separate the pictures into several groups for display. Do not designate categories, but permit pupils to do so.

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Marking Period: 3rd

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

y. Discuss with the class the features of the area that probably determined the category each picture was placed in. Be sure that pupils are aware of, at least, the most obvious attributes of each area. Print the terms "mountain," "valley," "desert", etc., on the board as they are mentioned, and ask if any of the pictures have been wrongly placed. Permit pupils to rearrange the pictures if necessary. Ask pupils to bring in magazine pictures, postcards, etc., that show how the earth looks in various places. Ask them to add their contributions to the appropriate categories in the "Places on the Earth" display.

z. Have pupils draw a picture of one way in which people have changed the earth. Have pupils display their pictures and ask the class to guess why people made the change.

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Marking Period: 4

Suggested Time Frame: 5 wks (May - June)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
VI. Skills A. Map and globe 1.	Demonstrate with a globe, the earth's rotation and its relationship to day and night. (GEOGRAPHY) 2. Know the earth is a sphere and name other things that are the same shape as the earth. (GEOGRAPHY)	Ch 3 pp 40-49	Unit 2 pp 28-29 Unit 4 pp 52-53 Unit 6 p 69	Ch 9 pp 96-97 Ch 13 pp 128-129 pp 134-135	Unit 3 p 57 Unit 5 pp 120-127	VI. SKILLS A. Map and globe 1. Get a globe, a ball, and a light bulb. a. Use a child to hold the light bulb and stand in the center. b. Another child will hold the ball and run around the earth (moon). c. The child who holds the globe is the earth and he/she will rotate around the sun. d. Give all the children turns until they understand the process.

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Marking Period: 4

Suggested Time Frame: 5 wks (May - June)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
	3. Identify land areas on a map and which ones are relevant to them. (GEOGRAPHY)					2. Study shadows at different times of the day to illustrate the sun's path across the sky. 3. Make a mobile of ballons or styrofoam balls to illustrate our solar system. Introduce the term "sphere." 4. Use a globe and a world map to show continents and major oceans. 5. Take a study trip of the neighborhood around the school. Then enlarge a city map of the same neighborhood to demonstrate the path taken. Use the overhead projector. 6. Have the children draw a map of their neighborhood and share it with the class. 7. Use a large outline map of the world and color code areas according to climate. Show that the closer the land is to the equator the warmer the weather. 8. Chart the phases of the moon for 2 months. Use the newspaper and nightly obvservations for data. 9. Have the children draw a map of the classroom. Help them make a key to show various things in the room (x = desk; 0 = table, etc.). Have them title the map. 10. Make a sign for "North" and place it in the correct location in the classroom. Then write "North" in the correct location on the map of the classroom. Point out that when they face north, west
	4. Describe various climates: hot, cold, wet, dry. (GEOGRAPHY)					
	5. Distinguish phases of the moon as seen from the earth. (GEOGRAPHY)					
	6. Distinguish between land and water masses on a globe. (GEOGRAPHY)					
	7. Recognize the sun as the earth's source of light and heat. (GEOGRAPHY)					
	8. Apply map skills of map key, color, coding, symbol representation, and directions by constructing a simple map. (GEOGRAPHY)					

Grade Level: 1st

Marking Period: 4

Suggested Time Frame: 5 wks (May -June)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

is on their left, east is on their right, and south is behind them. Have them all face north in the room. Then call out a child's name and say "Face ('state a direction')." Continue similarly.

11. Have available a collection of pictures of buildings, parks, streets, etc. that a child can use to make into a map that shows a part of the immediate community. Tell children they can include a map of their home.
12. Use a globe to show directions on a map of the earth. Help each child find north by moving a finger toward the North Pole on the globe. Have the student show the other directions by equivalent finger movement.
13. Have the class make a mural showing children leaving school. Include children going home in various ways. Have students bring in pictures from magazines that portray methods of transportation to school (bus, car, walking, bicycle, etc.). Children can draw cut-outs of themselves showing the means by which each of them gets to and from school. Help the children mount these self-portraits on the mural.
14. Make a collage of the ways children go to school. Hang it in the classroom.

Grade Level: 1st

Marking Period: 3rd

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

15. Discuss with the class the flights of the astronauts to the moon and how the earth looked to them while they were on the moon. Show pictures taken from space.
16. Have the children draw their version of the "blue" earth as seen from space. Explain that the clouds around the earth look white.
17. Have the children draw an outline map of the United States. Have them show on the map the oceans and rivers.
18. Ask the children to think of reasons why water is important. List their reasons on the board and discuss each.
19. Have the class search a map or globe and count the oceans they find. Write the word "ocean" on the board and explain that they will find the word on large blue parts of the map or globe.
20. Have a group of children locate lakes on a globe or map and mark each with a small piece of masking tape.
21. Use another map or a globe to help pupils find the other two states of the United States, Alaska and Hawaii. Then have them find the two countries that are our neighbors, Canada and Mexico.

Grade Level: 1st

Marking Period: 4

Suggested Time Frame: 5 wks (May - June)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

22. Help pupils understand that "ocean" and "sea" are often used interchangeably. Begin to develop an understanding of the difference between globes and flat maps. Help them to realize that a globe would have to be very big to show the 48 states of the United States shown on the flat map.
23. Have the class keep a chart for a week showing where the sun is in the morning, at lunchtime, and in the evening. Conclude that it seems to travel from east to west. With a globe and flashlight, show that it is the earth that is rotating from west to east (going to meet the sun) that makes the sun seem to rise in the east and move westward.
24. Africa enjoys a lot of sunshine. Write a group story telling about the importance of the sun. It gives light and heat; nothing can live without the sun.
25. Draw outline maps of Alaska and Rhode Island for a bulletin board activity. Have pupils add pictures of the state birds, trees, flowers, and so forth. You may wish to include the state's motto on the map.

Grade Level: 1st

Marking Period: 4

Suggested Time Frame: 5 wks (May - June)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

Alaska
Motto-North to the Future
Flower-Forget-me-not
Bird-Willow Ptarmigan
Tree-Sitka Spruce
Fish-King Salmon
Rhode Island
Motto-Hope
Flower-Violet
Bird-Rhode Island Red
Tree-Red Maple
Fish-None

26. Help pupils understand that maps show the locations and relative sizes of actual areas by preparing a map of your classroom. Affix it to the bulletin board. Prepare copies of the map for the pupils. Ask pupils to identify the various classroom features, and to find their own desk locations on their map. Tell pupils to keep their map for later activities.

Grade Level: 1st

Marking Period: All

Suggested Time Frame: On Going

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						VII. COMMUNICATION
VII. Communication A. To solve problems. B. As a skill.	1. Use media to compare two items. (ECONOMICS)	pp 21-38	p 42 pp 11-16	Chap 5 pp 54-59 Chap 3 pp 34-38	X	A and B To solve problems and As a skill. 1. Have children listen to and identify sounds on a tape recorder. The teacher may have pictures of the sounds so the students can select the picture that matches the sound or they may verbally identify the sound. Examples might include: an alarm clock ringing, a clock ticking, a car starting, water running, a dog barking, a pencil sharpener, a door closing, a siren, a horn blowing, a train. This activity is especially useful for students with visual deficiencies. Many sounds give us a message without talking.
	2. Recognize the major modes of transportation and communications. (HISTORY)					
	3. Role play a compromise. (POLITICAL SCIENCE)					
	4. Adapt to changes in rules. (POLITICAL SCIENCE)			pp 94-99		
	5. Develop skills to communicate with individual groups. (SOCIOLOGY)					2. Practice using the telephone by having individuals pretend to call each other. Suggestions include calling a friend to come over to play, inviting a friend to a birthday party, and calling the fire department to report a fire. Help students include details needed in each situation. For example: a birthday party invitation needs to include, what (birthday), when (day and time), and where (home and address). For a fire emergency include your name, address, and location of the fire.

Grade Level: 1st

Marking Period: All

Suggested Time Frame: On Going

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

3. What messages do the following incidents communicate?
   a birthday party (a happy feeling)
   a punch in the nose (a bad feeling)
   ice cream (a happy feeling)
   a sunny day (a happy feeling)
   a rainy day (a bored feeling)
   a broken toy (a sad feeling)
   recess (a happy feeling)
4. Cut out a group of pictures from the newspapers or magazines. Have students react to the pictures by telling about the kind of message it is communicating. If "a picture is worth a thousand words," this will help students develop their vocabulary.
5. Have the students communicate a message by drawing a picture story. Each student should fold a paper into fourths. On each of the four sections, a different bit of action should be occurring. Students should get with a friend who would try to describe what is happening in the friend's story. A suggestion:
   (1) at home in the morning
   (2) going to school by bus, car, bike or walking
   (3) doing a favorite thing at school
   (4) doing something at home in the evening.

Grade Level: 1st

Marking Period: 4

Suggested Time Frame: 5 wks (May - June)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES

6. Have the children watch commercials on the television. Then find ads for the same products in magazines or look for them on billboards. Compare techiques used in sales.
7. List means of communication
   a. Newspapers
   b. Magazines
   c. TV
   d. Signs
   e. Telephones
   f. Satellites
   g. Eyes
   h. Voices
   i. Ears

   Discuss how we use each means in our lives daily.
8. Roleplay a difficult situation and have several different outcomes. Discuss which outcome was the best solution to the problem.
9. Review the rules from the beginning of the year. Have any of the rules been modified? How do the rules change to fit changes in schedules? Discuss how sometimes plans change and people have to be flexible to adapt to that change.

Grade Level: 1st

Marking Period: 3rd

Suggested Time Frame: 8 wks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOL-ASTIC	SILVER BURDETT	ACTIVITIES
						10. Encourage the children to bring in hobbies and interests from home to share with their classmates. a. Have them stand in front of the class. b. Make sure they speak clearly. c. Teach the children to be a polite audience.

Department of Defense Dependents Schools
(DoDDS)

2461 Eisenhower Avenue
Alexandria, Virginia 22331